



Core Curriculum Supplement

Academic Unit / Office SOCIOLOGY

Catalog Year of Implementation 2018-2019

Course (Prefix / Number) SOC / 3315 Course Title Sexuality and Society

Core Proposal Request

Add to Core Curriculum

Revise course already in Core Curriculum

	Current Core Categorization (New additions: select N/A for this column)	Proposed Categorization for Upcoming Core
Foundational Component Area (required)	N/A (Not currently a Core course)	Social and Behavioral Sciences (80)
Component Area Option (optional)	N/A (No Component Area Option)	Writing in the Disciplines (81)
Category Listing: Single or Double?	N/A (Not currently a Core course)	List under the Component Area Option ONLY.

Core Proposal Rationale - Please provide a rationale for including, or continuing to include, this course in the UH Core Curriculum:

To meet core curriculum requirements associated with writing in the discipline.

Core Objectives (see [THECB Core objectives](#))

Critical Thinking

Teamwork

Communication

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Please explain how the Core Objectives selected above will be met:

Critical Thinking: Students in this class will have to complete weekly written assignments as well as a 10 page individual research paper that will demonstrate their ability to critically examine sociological research. The final paper will require students to write a critical review of the existing literature on a topic related to sexuality and society. The point of a literature review is to both summarize existing literature and critically examine the existing literature in order to answer what we know and what questions remain unanswered. See the attached assignment and syllabus for descriptions of these different writing expectations.

Communication: Students improve both their written and oral communication through class writing assignments as well as through oral group discussions. The written assignments listed above explain how written communication will be enhanced. To develop oral communication, each week students will have to respond to a series of discussion questions, which will then serve as the basis for class discussions. Discussion questions will ask students to provide their opinions, to analyze methods, to apply the findings to another context, etc. In their responses, students will learn how to support their positions with course readings and/or specific examples.

Empirical and Quantitative Skills: The written assignment will have students review the empirical literature on some aspect of sexuality and will require students to make sense of and summarize key research (empirical) findings. This will force students to refresh their knowledge of various quantitative methods for data analysis. The review will also have students consider how research findings are driven by research methods. Finally, this assignment will acquaint students with various data sources for investigating issues related to human sexuality.

Social Responsibility: The written assignments as well as course discussions will have students explore and compare and contrast various perspectives on sexuality. Specifically, students will apply sociological theories toward understanding definitions of sexuality, its functions, and how individuals formulate understandings of sexuality. Further, they will examine inequalities that arise as a consequence of varying sexualities and/or understandings of human sexuality. In addition, they will examine the manner in which sexuality interacts with social institutions and social contexts.

When submitting this proposal form, please remember to attach a syllabus, learning objectives, and/or sample lesson(s).

**SOC 3315
Sexuality and Society
Fall 2016
M & W 1:00-2:30
106-AH**

Professor:

**Dr. Amanda K. Baumle
Office: 493-PGH
Office Hours: M, 10:30-12:00, W 2:30-4:00 &
by appointment
Tel.: (713) 743-3944
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Teaching Assistant:

**Ben Dreon
Office: 476 PGH
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Learning Outcomes:

This is a writing intensive course that provides training to students in skills associated with writing in the social sciences through two essay examinations, ten weekly discussion responses, and a semester research paper. First, the student will learn to summarize and analyze the social science work of others, thereby garnering knowledge in the field of sociology of sexuality as well as developing critical thinking skills. The student will demonstrate these skills through both weekly written assignments, essay examinations, and oral group discussion. Second, the student will complete an individual research paper that will demonstrate the ability to critically examine sociological research, as well as to develop analytical writing skills in the social sciences.

Course Summary:

This course will examine the sociological understanding of sexuality. We will apply sociological theories toward understanding definitions of sexuality, its functions, and how individuals formulate understandings of sexuality. Further, we will examine inequalities that arise as a consequence of varying sexualities and/or understandings of human sexuality. In addition, we will examine the manner in which sexuality interacts with social institutions and social contexts.

Elements of Grade Computation:

The final grade in the course will be based on two examinations, one semester paper, weekly discussion papers, and an attendance grade, as detailed below:

Two non-cumulative examinations, each worth 25% of the final grade. Examinations will be held in class on:

- October 10
- November 30

One semester paper of 10 pages in length, worth 20% of the final grade. The paper will be due on:

- November 14

A discussion response grade based on the submission of TEN short responses to discussion questions, worth 20% of the final grade.

- Due on Monday of the week in which the reading is assigned.

An attendance grade based on 10 attendance checks, worth 10% of the final grade.

- Attendance checks will be taken on unannounced days.

Course Grading Scale

The grading scale for the course is as follows:

93-100% A	77-79% C+
90-92% A-	73-76% C
87-89% B+	70-72% C-
83-86% B	60-69% D
80-82% B-	0-59% F

Examinations

The two examinations will be in essay format and are each worth 25% of your final grade, for a total of 50% of your final grade. **The two examinations will be administered on October 10 and November 30.** All students must take both exams.

The examinations will cover the lecture material and the content of the course readings. It is important to note that lecture material will go well beyond the course readings and, accordingly, class attendance is essential in order to perform well on the examinations.

Make-up exams will not be permitted absent an extraordinary situation, such as extreme sickness or a death in the family. If a student misses an examination due to such a situation, he or she must provide me with a written letter or documentation from medical personnel or a parent or close relative. If I determine that the situation warrants a make-up exam, the examination administered will be an alternative essay exam from the one taken by the class as a whole.

Finally, students should be on time to class on examination days. If you arrive late to class on any of the examination days, you will not be permitted to take the examination if another student has already completed the exam and has departed the classroom.

Semester Paper

One semester paper will comprise 20% of your final grade. **The paper is due on November 14.** You will complete a critical literature review on a particular topic in sociology and sexuality studies. Prior to moving forward with your paper, you will submit a research question to me for approval.

I will provide detailed instructions about the written assignment and will discuss the format of the assignment in class. Generally, however, the written assignment must be typed, 10 pages, in 12 point Times New Roman font, double-spaced, with margins no larger than 1.25". The assignment

will be read and graded by me, and returned to you with comments and grades. **Spelling and grammatical mistakes will affect your grade on the assignment.**

Discussion Responses

A discussion component comprised of responses to discussion questions will make up 20% of your final grade. Every week, you will be assigned readings; I will post discussion questions on Blackboard about the assigned readings. For **TEN** of the weeks, you must submit a brief, typed response (between one-half to one page) to one of the discussion questions that I post on Blackboard about the reading. These responses are due on the **Monday** of each week. During the classes, we will discuss this material; your responses to the questions will serve as a basis for our discussions. The questions I post will be “discussion questions,” rather than questions that assess reading comprehension. In responding to the questions, you might be asked to provide your opinion, to analyze methods, to apply the findings to another context, etc. In your response, you should support your position with course readings and/or specific examples.

In addition to the discussion responses, each student is responsible for contributing to class discussion. Comments made in class should be responsive to the questions posed by me, by other students, or should be your own questions. Comments must be closely related to the course materials (i.e. while stories of “personal experiences” are occasionally relevant, we are considering population patterns and processes and your comments should be mindful of this fact).

Students **must** be respectful of one another during course discussion in order to remain in the course. This does not mean that opposing viewpoints are unwelcome; they must simply be expressed in a respectful manner. Further, students **must** come to the course prepared to discuss the materials. If students are unprepared and/or disrupt the class with comments that are not directly related to the course material, they may be asked to leave the class until they are able to contribute in an appropriate manner.

A student’s contribution to class discussion is not independently graded, but is taken into consideration after calculating the semester discussion response grade. A student who has frequently made valuable contributions to class discussion could earn up to a 10 point curve on the final discussion response grade. A student who violates the above policies for class discussion could have their discussion response grade lowered by up to 10 points.

Attendance

The attendance grade will be assessed by 10 attendance checks taken on unannounced days during the semester. You must be present no later than 1:10 to earn credit for attendance. Your presence in class on an attendance check day will earn you 10 points, for a total of 100 possible points. The attendance grade is worth 10% of your final semester grade.

If you know you will be absent from class, please contact me **prior to the start of class** to provide information about your absence. Students should provide documentation supporting their absence when possible. Documented reasons for an absence will be considered an excused absence and will not count against the attendance grade, should the absence occur on one of the attendance check days.

Students are also permitted **two** undocumented absence days throughout the semester, meaning the student does not need to provide proof of a doctor’s visit or similar documentation. For an undocumented absence, students must still email the professor prior to the start of the class that they will be absent. A student may only email about an undocumented absence twice during the semester, regardless of whether or not the absence occurs on a day of an attendance check. If a

student has a situation that warrants more than two undocumented days of absence, s/he should contact me to discuss the absences.

Questions about Grades

Students are expected to review their graded assignments immediately after they are returned. If you have questions about a grade on any of the assignments, you should make an appointment to meet with me or the TA **within 10 days** of receiving the grade. If you wait until the end of the semester to raise questions about grades that were distributed throughout the semester, I am less likely to consider any adjustment to the grade. Similarly, you should be conscientious about checking your grades on assignments throughout the semester in the grade book posted on Blackboard.

We will provide written feedback on your assignments. If you wish to discuss your grade, you must read the feedback prior to the appointment and have **specific questions** regarding your performance.

Late Assignments Policy

All assignments should be submitted at the end of the class period on the day they are due. Assignments are considered "late" if you do not submit them at this time. I will accept late assignments, but the assigned grade will be reduced by one full letter grade for every 24 hours that it is late (i.e. if you turn it into me 24 hours or less after the class on which it was due, then you begin with a B+; 25-48 hours after the class on which it was due, then you begin with a C+; 49-72 hours after the class on which it was due, then you begin with a D+; 73-96 hours after the class on which it was due, then you begin with a F+); I will not accept papers that are more than four days (96 hours) late.

For illness or other extenuating circumstances which result in a late assignment, you should provide documentation when possible to avoid point deduction. In cases where you do not have documentation, please contact me to discuss the reason for the late assignment and to determine whether penalties will apply.

Blackboard and Class Electronic List

I will use Blackboard to post assignments and comments regarding the class. I will also use electronic mail through Blackboard to communicate on various topics with the students in this class. You should ensure that your email address in Blackboard is functioning properly so that you may receive these updates. In addition, students are encouraged to raise and send questions or observations about any of the topics covered in this course via Blackboard or electronic mail.

Meeting/Communicating with Professor and TA

Please adhere to the following guidelines regarding course questions or issues:

- Prior to scheduling a meeting or sending an email, **CHECK YOUR SYLLABUS AND BLACKBOARD FOR THE ANSWER.**
- Meetings:
 - If you need to meet with me or with the TA, please do so! You should meet with us during our office hours. You do not need an appointment to come to office hours; just stop by.
 - If you cannot meet during office hours, please contact me or the TA and provide a range of suggested days/times for meeting.

- Email:
 - Please contact me through my university email account, akbaumle@uh.edu (rather than Blackboard).
 - Please allow a reasonable amount of time for a response before sending a follow-up. I typically will respond within 24 hours, but might be slower over the weekend.
 - Please treat correspondence with me or with the TA as professional communications. This means that your tone should be professional (e.g. not “hey dr baumle”, but “Dr. Baumle:”), you should check your emails for spelling and grammar errors, and you should avoid the use of emoticons or “text” speak (e.g. plz, r, u, etc.).

Copying and Plagiarism

The materials used in this course are copyrighted, including the syllabus, class handouts, course assignments, review sheets, examinations, etc. Because these materials are copyrighted, you do not have the right to copy them unless I grant you express permission.

Plagiarism should also be guarded against in your writings in this course. As commonly defined, plagiarism entails passing off the ideas, words, or writings of another as one’s own. In accordance with this definition, you are committing plagiarism if you copy the work of another person without attributing it to the person and turn it in as your own, even if you have the permission of that person. In addition, you are committing plagiarism if you summarize the work of another individual and do not attribute it to that individual by either placing it in quotations, in the case of a direct quote, or including a reference to the source, in the case of a summary. If you are unsure as to whether to cite to a source, it is best to err on the side of citation.

The Department of Sociology has a “zero tolerance” policy regarding plagiarism and/or cheating on coursework. Engaging in such actions violates the Academic Honesty Policy, and will expose you to sanctions, including a failing grade on the assignment, a failing grade in the course, or probation or suspension from the university.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Center for Students with DisABILITIES in Room 110 of the CSD Building. The phone number is (713) 743-5400.

Assigned Texts

Ansari, Aziz. 2015. *Modern Romance*. New York, NY: Penguin Press.

Pascoe, C.J. 2011. *Dude, You’re A Fag: Masculinity and Sexuality in High School, Second Edition*. Berkeley, CA: University of California Press.

Coursepack, available in the UH Bookstore (denoted by +).

Journal article readings are available online via the UH Library Electronic Journal List <http://info.lib.uh.edu/> (denoted by *). Use the link to arrive at the electronic journal list; enter the

name of journal, and then select the indicated issue/page number. The article can be downloaded in pdf format.

Tentative Course Schedule

August 22, 24: Introduction to Course and to Studies of Sexuality

- August 22: No class meeting due to conflict with American Sociological Association meeting. Read the syllabus and paper assignment instructions and the Medley-Rath article for Wednesday's class.
- *Medley-Rath, Stephanie. 2007. "'Am I Still a Virgin?': What Counts as Sex in 20 years of Seventeen." *Sexuality & Culture* 11:24-38.

August 29, August 31: Studying Sex: Surveys, Methods, and Ethics

- +Eriksen, Julia and Sally Steffen. 1999. "Asking Questions about Sex." Pp. 46-51 in *Sexualities: Identities, Behaviors, and Society*, edited by Michael S. Kimmel and Rebecca Plante. New York, NY: Oxford University Press.
- +Weisstein, Naomi. 2006. "An Introduction to the Hite Reports: Theory and Importance." Pp. 457-465 in *The Shere Hite Reader*, by Shere Hite. New York, NY: Seven Stories Press.
- *Humphreys, Laud. 1970. "Tearoom Trade: Impersonal Sex in Public Places." *Society* 7(3): 10-25.

September 5, 7: Social Constructionism and Theories of Sexuality

- **September 5: Labor day, no class**
- *Ecoffier, Jeffrey. 2003. "Gay for Pay: Straight Men and the Making of Gay Porn." *Qualitative Sociology* 26: 531-555.
- *Schippers, Mimi. 2000. "The Social Organization of Sexuality and Gender in Alternative Hard Rock: An Analysis of Intersectionality." *Gender & Society* 14: 747-764.

September 12, 14: Sexual Behavior Across the Life Course

- +Plante, Rebecca F. 2006. "Hooking it Up: Sex in the Bedroom." Pp. 163-192 in *Sexualities in Context*. Boulder, CO: Westview Press.
- +Schwartz, Pepper. 1994. "Passion in a Sexual Democracy." Pp. 69-89 in *Love Between Equals: How Peer Marriage Really Works*. New York, NY: The Free Press.

September 19, 21: Modern Romance: Technology and Change

- Ansari, Aziz. 2015. *Modern Romance*. New York, NY: Penguin Press.
- + Gray, Mary L. 2009. "Online Profiles: Remediating the Coming-Out Story." Pp. 121-140 in *Out in the Country*. New York, NY: NYU Press.

September 26, September 28: Asexuality, Abstinence, and Virgins

- *Scherrer, Kristin S. 2008. "Coming to an Asexual Identity: Negotiating Identity, Negotiating Desire." *Sexualities* 11(5): 521-641.
- +Sprecher, Susan and Pamela C. Reagan. 2005. "College Virgins: How Men and Women Perceive Their Sexual Status." Pp. 107-116 in *Speaking of Sexuality*, edited by J. Kenneth Davidson, Sr. and Nelwyn B. Moore. Roxbury Publishing Company.

October 3, 5: Sexual Identities: Gay, Lesbian, and Bisexual

- *Ault, Amber. 1996. "Ambiguous Identity in an Unambiguous Sex/Gender Structure: The Case of Bisexual Women." *The Sociological Quarterly* 37: 449-463.

- *Anderson, Eric. 2002. "Openly Gay Athletes: Contesting Hegemonic Masculinity in a Homophobic Environment." *Gender and Society* 16: 860-877.

October 10, 12: Sexual Identities: Cont.

- **October 10: First Examination**
- October 12: Sexual Identity Panel

October 17, 19: Sex, Gender, and Sexuality

- *Ward, Jane. 2008. "Dude-Sex: White Masculinities and Authentic' Heterosexuality Among Dudes Who Have Sex With Dudes." *Sexualities* 4: 414-434.
- *Fausto-Sterling, Anne. 1993. "The Five Sexes: Why Male and Female Are Not Enough." *The Sciences* (March/April): 20-24.
- +Schilt, Kristen. 2010. "Self-Made Men: Culturally Navigating 'Natural' Difference." Pp. 48-68 in *Just One of the Guys?: Transgender Men and the Persistence of Gender Inequality*. Chicago, IL: University of Chicago Press.

October 24, 26: Sex, Gender, and Sexuality (cont.): Masculinity and Femininity

- Pascoe, C.J. 2011. *Dude, You're A Fag: Masculinity and Sexuality in High School*. Berkeley, CA: University of California Press.

October 31, November 2: Sexuality and Social Institutions: Sexuality and the Law

- *Giuffre, Patti A. and Christine L. Williams. 1994. "Boundary Lines: Labeling Sexual Harassment in Restaurants." *Gender and Society* 8: 378-401.
- +Badgett, M. V. Lee. 2009. "The Impact of Gay Marriage on Heterosexuals." Pp. 64-85 in *When Gay People Get Married: What Happens When Societies Legalize Same-Sex Marriage*. New York, NY: NYU Press.

November 7, 9: Sexuality and Social Institutions: Sex Education

- +Luker, Kristin. 2006. Chapter 7 "Morality and Sex" in *When Sex Goes to School: Warring Views on Sex—and Sex Education—Since the Sixties*. New York, NY: W.W. Norton & Co.
- *Solebello, Nicholas and Sinikka Elliot. 2011. "'We Want Them to Be as Heterosexual as Possible': Fathers Talk about Their Teen Children's Sexuality." *Gender & Society* 25(3): 293-315.

November 14, 16: Sexuality and Social Institutions: Family and Monogamy

- November 14: Semester Paper Due
- +Weston, Kath. 1997. "Families We Choose." Pp. 103-136 in *Families We Choose: Lesbians, Gays, Kinship*. New York, NY: Columbia University.
- *Ritchie, Ani and Meg Barker. 2006. "'There Aren't Words for What We Do or How We Feel So We Have To Make Them Up': Constructing Polyamorous Languages in a Culture of Compulsory Monogamy." *Sexualities* 9(5): 584-601

November 21, 23: Sexuality and Commercialization

- November 23: Thanksgiving holiday, no class
- +Sweet, Nova D. and Richard Tewksbury. 2005. "What's a Nice Girl Like You Doing in a Place Like This?: Pathways to a Career in Stripping." Pp. 319-327 in *Speaking of Sexuality*, edited by J. Kenneth Davidson, Sr. and Nelwyn B. Moore. Roxbury Publishing Company.

- *Parvez, Z. Fareen. 2006. "The Labor of Pleasure: How Perceptions of Emotional Labor Impact Women's Enjoyment of Pornography." *Gender & Society* 20(5): 605-631.

November 28, November 30: Sexual Citizenship and Future Directions in Research

- **November 30: Second Examination**
- *Fahs, Breanne. 2014. "'Freedom to' and 'Freedom From': A New Vision for Sex-Positive Politics." *Sexualities* 17: 267-290.
- *Bernstein, Mary and Nancy A. Naples. 2010. "Sexual Citizenship and the Pursuit of Relationship-Recognition Policies in Australia and the United States." *Women's Studies Quarterly* 38: 132-156.